



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 10741262
SAU: Hermon School Department
School: Hermon Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 4

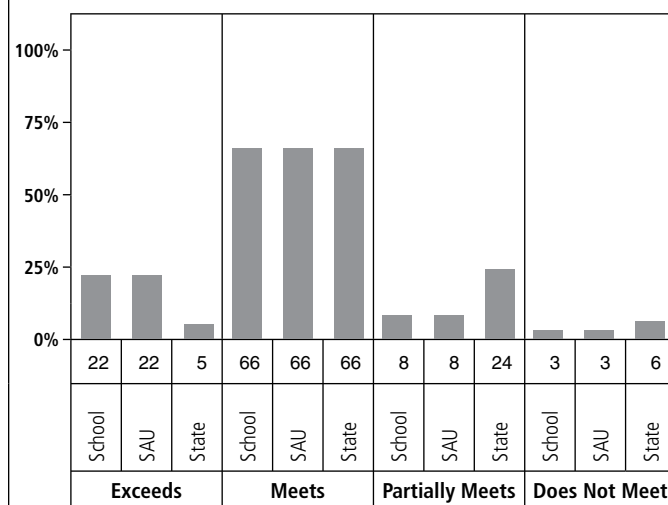
SAU: Hermon School Department

School: Hermon Elementary School

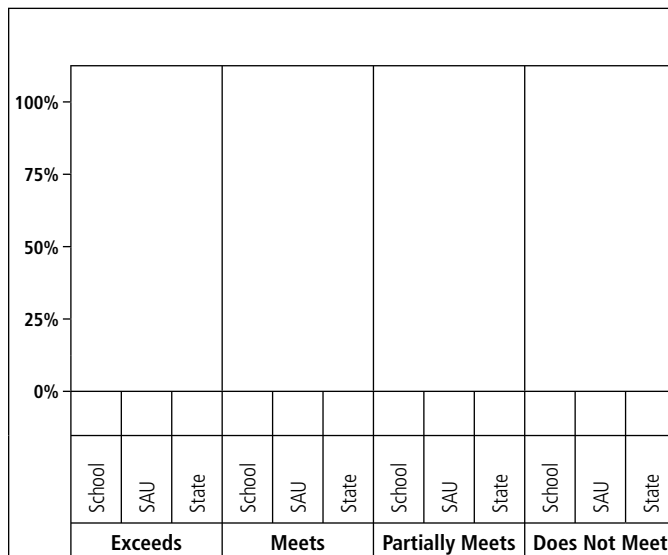
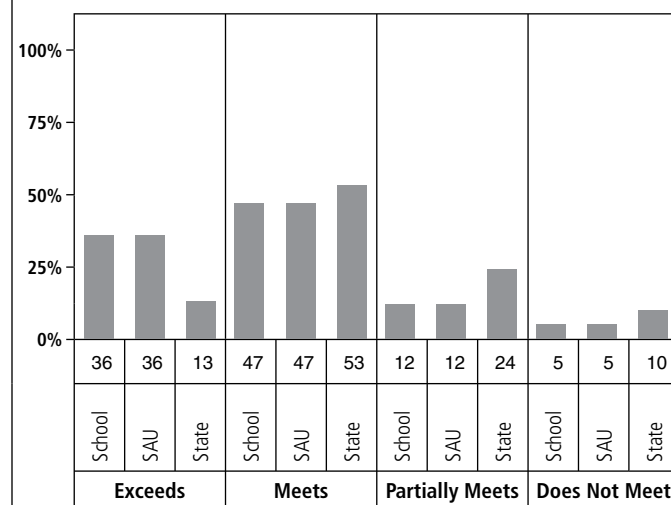
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	450	450	445
2007–2008	448	448	445
2008–2009	452	452	446
Cum. Avg.*	450	450	445
Mathematics			
2006–2007	448	448	445
2007–2008	449	449	445
2008–2009	455	455	446
Cum. Avg.*	451	451	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Hermon School Department
School: Hermon Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	64	100	13805	100	63	100	63	100	13737	100	63	100	63	100	13746	100						
Ethnicity African American/Black	2	3	2	3	419	3	2	100	2	100	410	98	2	100	2	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	1	2	1	2	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	61	95	61	95	12883	93	60	100	60	100	12832	100	60	100	60	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	8	13	8	13	2383	17	7	100	7	100	2366	100	7	100	7	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	20	31	20	31	5819	42	19	100	19	100	5782	99	19	100	19	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	58	91	58	91	10439	76	58	91	58	91	10471	76						
Identified disability (PET/IEP)	2	3	2	3	351	3	2	3	2	3	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	1	2	1	2	3142	23	1	2	1	2	3138	23						
Identified disability (PET/IEP)	1	100	1	100	1860	59	1	100	1	100	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	0	0	0	0	1060	34	0	0	0	0	1043	33						
Participation through alternate assessment (PAAP)	4	6	4	6	155	1	4	6	4	6	137	1						
Identified disability (PET/IEP)	4	100	4	100	155	100	4	100	4	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	1	2	1	2	11	0	1	2	1	2	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Hermon School Department
School: Hermon Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	4	7	4	7	507	4
	2007-2008	4	6	4	6	559	4
	2008-2009	13	22	13	22	672	5
	Cum. Total*	21	11	21	11	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	43	75	43	75	8749	63
	2007-2008	46	68	46	68	8308	59
	2008-2009	39	66	39	66	8917	66
	Cum. Total*	128	70	128	70	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	9	16	9	16	3467	25
	2007-2008	16	24	16	24	3922	28
	2008-2009	5	8	5	8	3241	24
	Cum. Total*	30	16	30	16	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	1	2	1	2	1165	8
	2007-2008	2	3	2	3	1264	9
	2008-2009	2	3	2	3	751	6
	Cum. Total*	5	3	5	3	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	35.6	74.2	35.6	74.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	17.7	73.8	17.7	73.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	17.9	74.6	17.9	74.6	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Hermon School Department

School: Hermon Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	59	13	22	39	66	5	8	2	3	452	59	22	66	8	3	452	13581	5	66	24	6	446
Ethnicity																						
African American/Black	2										2						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	56	13	23	36	64	5	9	2	4	453	56	23	64	9	4	453	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2211	1	39	42	18	439
No	56	13	23	37	66	5	9	1	2	453	56	23	66	9	2	453	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	59	13	22	39	66	5	8	2	3	452	59	22	66	8	3	452	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	18	2	11	14	78	1	6	1	6	449	18	11	78	6	6	449	5677	2	57	32	9	443
No	41	11	27	25	61	4	10	1	2	454	41	27	61	10	2	454	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	59	13	22	39	66	5	8	2	3	452	59	22	66	8	3	452	13575	5	66	24	6	446
Gender																						
Female	28	8	29	17	61	3	11	0	0	454	28	29	61	11	0	454	6580	7	68	21	5	448
Male	31	5	16	22	71	2	6	2	6	451	31	16	71	6	6	451	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2127	1	48	42	9	441
No	59	13	22	39	66	5	8	2	3	452	59	22	66	8	3	452	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	59	13	22	39	66	5	8	2	3	452	59	22	66	8	3	452	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Hermon School Department

School: Hermon Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	50	1	50	0	0	0	0	466	3	50	50	0	0	466	4	2	45	36	17	441
B. less than one hour	80	8	17	33	70	4	9	2	4	451	80	17	70	9	4	451	75	5	67	23	4	447
C. one to two hours	15	3	33	5	56	1	11	0	0	454	15	33	56	11	0	454	18	5	67	23	5	447
D. more than two hours	2	1	100	0	0	0	0	0	0	462	2	100	0	0	0	462	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	6	38	10	63	0	0	0	0	458	27	38	63	0	0	458	40	8	71	17	4	449
B. good	63	6	16	25	68	5	14	1	3	451	63	16	68	14	3	451	45	3	66	25	5	446
C. fair	8	1	20	4	80	0	0	0	0	451	8	20	80	0	0	451	13	1	54	35	10	442
D. poor	2	0	0	0	0	0	0	1	100	426	2	0	0	0	100	426	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	49	7	24	21	72	0	0	1	3	456	49	24	72	0	3	456	31	8	69	19	4	448
B. They match some of what I have learned.	46	5	19	17	63	5	19	0	0	450	46	19	63	19	0	450	53	4	68	23	4	447
C. They match just a little of what I have learned.	5	1	33	1	33	0	0	1	33	444	5	33	33	0	33	444	11	2	54	35	10	442
D. There is no match.	0										0						4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	15	1	11	6	67	1	11	1	11	449	15	11	67	11	11	449	19	4	54	31	11	443
B. about the same as my regular schoolwork	75	10	23	30	68	3	7	1	2	453	75	23	68	7	2	453	63	6	69	22	4	447
C. easier than my regular schoolwork	10	2	33	3	50	1	17	0	0	452	10	33	50	17	0	452	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	5	0	0	3	100	0	0	0	0	451	5	0	100	0	0	451	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	59	5	14	23	66	5	14	2	6	449	59	14	66	14	6	449	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	36	8	38	13	62	0	0	0	0	458	36	38	62	0	0	458	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	25	4	27	10	67	1	7	0	0	454	25	27	67	7	0	454	21	8	68	19	5	448
B. 20 minutes to an hour	56	9	27	21	64	2	6	1	3	454	56	27	64	6	3	454	55	5	70	21	4	447
C. less than 20 minutes	12	0	0	6	86	0	0	1	14	445	12	0	86	0	14	445	13	2	57	33	8	443
D. I rarely read at home.	7	0	0	2	50	2	50	0	0	443	7	0	50	50	0	443	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	10	0	0	4	67	1	17	1	17	445	10	0	67	17	17	445	25	3	59	30	8	444
B. six to ten pages	31	4	22	13	72	1	6	0	0	453	31	22	72	6	0	453	24	4	64	26	6	445
C. eleven or more pages	59	9	26	21	62	3	9	1	3	453	59	26	62	9	3	453	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Hermon School Department
School: Hermon Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	6	11	6	11	1054	8
	2007-2008	7	10	7	10	1321	9
	2008-2009	21	36	21	36	1712	13
	Cum. Total*	34	18	34	18	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	35	61	35	61	7394	53
	2007-2008	44	65	44	65	7079	51
	2008-2009	28	47	28	47	7270	53
	Cum. Total*	107	58	107	58	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	11	19	11	19	3729	27
	2007-2008	13	19	13	19	3955	28
	2008-2009	7	12	7	12	3219	24
	Cum. Total*	31	17	31	17	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	5	9	5	9	1735	12
	2007-2008	4	6	4	6	1642	12
	2008-2009	3	5	3	5	1408	10
	Cum. Total*	12	7	12	7	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	35.9	74.8	35.9	74.8	30.8	64.2
A. Number	20	42	15.4	77.0	15.4	77.0	12.5	62.5
B. Data	8	17	5.9	73.8	5.9	73.8	5.3	66.3
C. Geometry	10	21	7.3	73.0	7.3	73.0	6.5	65.0
D. Algebra	10	21	7.3	73.0	7.3	73.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 4

SAU: Hermon School Department

School: Hermon Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	59	21	36	28	47	7	12	3	5	455	59	36	47	12	5	455	13609	13	53	24	10	446
Ethnicity																						
African American/Black	2										2						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	56	21	38	25	45	7	13	3	5	455	56	38	45	13	5	455	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2227	3	34	33	30	437
No	56	21	38	27	48	6	11	2	4	456	56	38	48	11	4	456	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	59	21	36	28	47	7	12	3	5	455	59	36	47	12	5	455	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	18	4	22	10	56	3	17	1	6	450	18	22	56	17	6	450	5704	6	48	30	16	442
No	41	17	41	18	44	4	10	2	5	457	41	41	44	10	5	457	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	59	21	36	28	47	7	12	3	5	455	59	36	47	12	5	455	13603	13	53	24	10	446
Gender																						
Female	28	7	25	17	61	3	11	1	4	453	28	25	61	11	4	453	6591	12	54	24	11	446
Male	31	14	45	11	35	4	13	2	6	457	31	45	35	13	6	457	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2131	3	41	38	18	440
No	59	21	36	28	47	7	12	3	5	455	59	36	47	12	5	455	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	59	21	36	28	47	7	12	3	5	455	59	36	47	12	5	455	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Hermon School Department

School: Hermon Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	50	1	50	0	0	0	0	459	3	50	50	0	0	459	4	4	37	30	28	438
B. less than one hour	80	16	34	23	49	5	11	3	6	454	80	34	49	11	6	454	75	13	55	23	9	447
C. one to two hours	15	3	33	4	44	2	22	0	0	459	15	33	44	22	0	459	18	12	54	24	10	446
D. more than two hours	2	1	100	0	0	0	0	0	0	474	2	100	0	0	0	474	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	12	48	12	48	1	4	0	0	460	42	48	48	4	0	460	37	22	56	16	7	451
B. good	42	8	32	12	48	4	16	1	4	454	42	32	48	16	4	454	45	9	56	25	9	446
C. fair	14	0	0	4	50	2	25	2	25	442	14	0	50	25	25	442	14	3	46	34	17	440
D. poor	2	1	100	0	0	0	0	0	0	462	2	100	0	0	0	462	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	51	12	40	16	53	1	3	1	3	457	51	40	53	3	3	457	35	19	56	19	7	450
B. They match some of what I have learned.	41	7	29	12	50	4	17	1	4	454	41	29	50	17	4	454	51	11	56	25	8	446
C. They match just a little of what I have learned.	8	2	40	0	0	2	40	1	20	448	8	40	0	40	20	448	10	5	43	31	21	440
D. There is no match.	0										0						4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	3	0	0	1	50	0	0	1	50	438	3	0	50	0	50	438	17	5	44	31	20	441
B. about the same as my regular schoolwork	78	15	33	21	47	7	16	2	4	453	78	33	47	16	4	453	62	13	57	23	7	448
C. easier than my regular schoolwork	19	6	55	5	45	0	0	0	0	464	19	55	45	0	0	464	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	33	2	67	0	0	444	5	0	33	67	0	444	7	6	36	32	27	438
B. 30–45 minutes	27	5	31	10	63	1	6	0	0	455	27	31	63	6	0	455	25	7	52	28	12	444
C. 45–60 minutes	17	2	20	3	30	2	20	3	30	447	17	20	30	20	30	447	38	14	56	22	8	448
D. more than 60 minutes	51	14	47	14	47	2	7	0	0	459	51	47	47	7	0	459	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						3	4	36	31	28	438
B. two or three days a week	8	1	20	4	80	0	0	0	0	453	8	20	80	0	0	453	12	13	51	26	10	446
C. two or three times each month	32	3	16	11	58	2	11	3	16	450	32	16	58	11	16	450	32	15	58	20	7	449
D. never or almost never	59	17	49	13	37	5	14	0	0	458	59	49	37	14	0	458	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	2	40	2	40	1	20	0	0	459	8	40	40	20	0	459	26	12	50	25	13	445
B. two or three days a week	42	6	24	14	56	2	8	3	12	451	42	24	56	8	12	451	32	14	57	21	7	448
C. two or three times each month	37	9	41	10	45	3	14	0	0	456	37	41	45	14	0	456	26	13	56	22	8	448
D. never or almost never	12	4	57	2	29	1	14	0	0	461	12	57	29	14	0	461	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											